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Yale Nurse

Yale School of Nursing

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Yale Nurse



COMMENCEMENT

1981

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Yale University School of Nursing

ALUMNAE/I ASSOCIATION

Newsletter



Published three times a year
by the YUSNAA

Deborah Ward '77
Editor

Please address all communications to
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Summer 1981

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From the Dean

Out there in Cheyenne or Des Moines or Oklahoma City you may think that there is very little alumnae do for the Yale School of Nursing other than contribute when you can to the Alumnae Fund. Not so.

Nearly every time I see President Giamatti, he reports that on his most recent trip to some far-flung alumni gathering, School of Nursing alumnae showed up and took the time to meet and greet him and say something graceful about the School or their experience in it. He is most impressed. He tells me that among the graduate and professional school alumnae, only the School

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YALE SCHOOL OF NURSING

As it was planned, graduation day on Sunday, May 24th was sunny and warm, ideal for all the outdoor events involved with a Yale graduation. Following the traditional and colorful commencement exercises on the Old Campus, the admiring relatives and friends of the graduates enjoyed the informal and personal ceremony at the Nursing School.



Commencement Address
by Dean Diers

Welcome friends, families, children who loaned us your mothers, fathers, sons, daughters for the past few years.

Today I wish to speak briefly to the graduating class. It's my last shot at you, one last chance to put the cap on the bottle, one last privilege when after this you will no longer have to pay attention to me at all.

Oddly enough, today I wish to say a few words to you about nursing.

Now, you may think that you've heard all there is to say on that topic in your two or three years here. And maybe what I say will indeed be redundant for the certificate or the degree I'll hand you in a few minutes testifies that you are nurses, if you had any lingering doubts.

Why is there even the question about what you are now that you weren't two or three years

COMMENCEMENT 1981

ago? If you were not a nurse in September of 1978, you who entered then, you are definitively now, with credentials and pieces of formal paper and the State's sanction. If you were a nurse in the Fall of 1979 when you joined us, you still are...

Yet I have heard from more than a few of you in the past several weeks some doubt, some itching worry, some corrosive reservation about the change you feel in yourselves and that seems to revolve around what it is to be a nurse, or what kind of one you are, or whether you have mutated into something strange and foreign and not altogether likeable.

It will be no comfort to you if I submit to you that the kind of nurse you are isn't a usual kind, a popular kind, even to some, a nice and friendly kind. For there is no one brand of nurse to which you can relate, or the public can, or your sister and brother nurses can recognize. Without doing a number on the sociology of the profession, which would bore you all silly, let me leave you with this thought: That what binds us all together as nurses is a way of doing. A way of giving of ourselves in human service which is not well explained by curricular outlines, state board requirements, accreditation agency criteria, professional rhetoric. Job descriptions or psychological identification. To be a nurse is to care for people with skill, talent, timing, knowledge and eternal doubt.

To be a nurse is to be located in the vortex of the whirlpool of interprofessional conflict, intraprofessional argument, accusations of elitism, sensitivity to sexism, confrontation with a public image that portrays nurses as anti-intellectual if not downright dimly dumb. And at the same time to feel a mission of revolution and reform, for we know...Oh, how we know...that if there is a hope for America's health care system, it must lie in nursing's conscious and conscience.

If some of you feel alienated from your previous experience as a nurse by your newfound attitudes, if some of you feel encumbered by complicated social responsibility, if some of you feel angered and bitter at being devalued, denigrated or shamed for your dedication, if you...we...feel separated from our nurse colleagues by education or experience or ambition, those are simply truths for which there is neither explanation nor apology. For nursing is huge and diverse and the boundaries of its definition are yet to be set.

You whose triumph of accomplishment and survival we celebrate today know the power of human contact which changes you as much as you help others to change. You know in your aching-tired brains and your typewriter-eroded fingertips the incredible complexity of human service. You know the passion of patient care and you know the confusion others wish to lay on you about your role, your choices, your life work.

Ladies and Gentlemen of the Graduating Class:

My charge to you is this:

To let the excellence of your work lead others, for you are superbly qualified, and to retain the spirit of adventure that lets you call yourself Nurse and join your colleagues in the joy of patient care shared without divisions of education, age, gender, degree, specialty or geography:

Let your rage at ungrateful systems which would trivialize human bounty, contain energy, deny talent or be disrespectful of idiosyncrasy inform your efforts toward creating new systems which might more truly serve.

Let your sense of social responsibility unavoidably built on the reality of daily contact with people in pain lead you into new forms of revolution, be they exercised as organized protest against nuclear armament, or fights for the rights of women, workers, children, parents, the poor, the handicapped or the socially disenfranchised in all of the ways a creative society has found.

Lend your talent to the increasingly critical fight to keep open the minds of all without the artificial walls of belief systems, definitions of morality by a minority, attempts to control or limit your ability in the name of patient safety or historical inherited authority.

Loan your energy to that which finally defines you as nurse: the commitment to use yourself not only in the service of those who might seek your offerings, but also to use your position of advocacy to reform a reluctant society. For you have in you all the capacity and the disciplined intellect to help make it happen.

One of your number said it this way (with a slight paraphrase for which David Evans may forgive me)

...Can we understand our own frustration at others' views that most of nursing is menial and often meaningless drudgery, as if it were some prison sentence we dutifully endure while we grope, pilgrim-like toward the freer air of teaching, administration or an expanded role?

Nonsense, to be a nurse is not to be serving time: it is more to be making love.

Goodbye. L'chaim.





1981 Veckerelli Prize



Nina Jane Kleinberg combines the precision of an analytic mind with the charisma of a gifted teacher and the compassion of a superior clinician. Her academic record shows nearly unique performance of the kind that would be called *summa cum laude*. Her sensitivity, inquisitive mind and impressive self-awareness make her a clinician of extraordinary range. Her clarity and infectious enthusiasm bring applause from all whom she has volunteered to teach -- enrolled students and faculty alike. Nina has given her considerable energy to important community arenas through her interest in women who work while pregnant, and produced writing which shows the intricate combination of her commitment to human rights and her clinical wisdom. From quiz shows to helping organize against nuclear armament, from occupational health through supportive mid-wifery, from cinematography to empirical research, Nina exemplifies the qualities of mind, heart and spirit that inspire us all. It does honor to the Yale School of Nursing to reward a true nurse chauvinist with the Veckerelli Prize.

Annie W. Goodrich Distinguished Teacher Award



Annie Goodrich, founder and first dean of the Yale School of Nursing is remembered as a leader and innovative contributor to nursing education. Since 1978, an award for excellence in nursing education has been presented in her honor to a faculty member. A student committee chooses the

faculty member based on nominations submitted by their classmates. The winner of the award receives a certificate for excellence in nursing education and his or her name engraved on a plaque in the Yale School of Nursing library.

This year, the recipient of the Annie W. Goodrich Award is Kathleen Flynn, Assistant Professor of Medical-Surgical Nursing. To best capture her outstanding attributes, I will share with you quotations from the student nominations praising her. Students view her "as an extraordinary educator who possesses a vast theoretical and clinical body of nursing knowledge." She is described as "an exciting, vibrant lecturer, who's classes are continually thought-provoking." In addition, she is viewed as an educator "who enthusiastically shares her knowledge, experiences, beliefs and self." She is also noted for her genuine concern for professional and personal problems, expert nursing care, involvement in professional organizations, work in the community, numerous publications, and contributions to nursing research.

Finally, one of her familiar sayings best summarizes her tireless and unselfish commitment to excellence in nursing education: "I know my job is finished when I see that you have surpassed me."

Honorary Annie W. Goodrich Award

The student body also decided to present an honorary Annie Goodrich Award for Excellence in nursing education. We believed it essential to present the award, since the educator although no longer actively teaching, has never been formally recognized in this manner by Yale Nursing students. The winner of the honorary award will also receive a certificate for excellence in nursing education and her name engraved on a plaque in the Nursing School library.

The recipient of the honorary Annie Goodrich Award for Excellence in nursing education is Virginia Henderson, Research Associate Emeritus. As you will note, the following accomplishments of Miss Henderson's career reflect the Annie Goodrich spirit of an innovative and scholarly approach to nursing educa-



tion. These accomplishments include: her positions as faculty member in progressive university nursing programs, her co-authorship of the text Principles and Practice of Nursing, now in its sixth edition, her authorship of the booklet Basic Principles of Nursing Care, which has been translated into 22 languages and used by nursing students throughout the world, and her numerous articles, the classical ones being "Excellence in Nursing" and "The Nature of Nursing". In addition, Miss Henderson directed Yale faculty members in the preparation of The Nursing Studies Index, an annotated guide for students to the analytic, historical, and biographical aspects of nursing literature from the period of 1900 to 1960. The fact that five institutes of higher learning awarded her with honorary degrees also attests to her excellence as a nurse educator.

From The Dean (continued from page 2)

of Nursing folks, and perhaps the Law School alumni seem to have the kind of loyalty and feeling for their Yale experience that he expects from Yale College alumni. He judges the School, in part, on the strength of that connection, so your attendance at these meetings, and your conversations with him are truly important to us. Thank you.

ALUMNAE/I WEEKEND

YSN Alumnae/i returned in record numbers for the events at the School on June 5 and 6, travelling from Washington, California, Texas, Florida and points between! Overnight accommodations in a Yale Freshman Dorm on the Old Campus was a new experience, and gave a view of the University many had never had before.

The Alumnae/i College theme this year was "Changing Family Patterns: The Impact on Nurses,



View from balcony in reception room during morning coffee.



Terri Clark '79, Bunny Forget '78, Anne LeDell-Hong '78

Issues and Practice". It was a full day of presentations and lively discussions on the changing composition and size of American families, on various life styles of present YSN students, of conflicts and attitudes concerning the aging population, Nurse-Midwifery practices in the U.S. and the program at Yale, the effects of divorce on children, and Family Systems theories and how they may be put into practice by nurses. The variety of issues and topics gave everyone a chance to participate. The opportunity to attend the Medical School Alumni Program on Saturday has been much appreciated by many as it is an important part of the total Yale picture as viewed by our alums.

The Banquet on Friday evening in the

Presidents' Room at Woolsey Hall was a festive highlight of the weekend. Each of the 11 members of the class of 1931 who returned for their 50th reunion was introduced and each was presented a yellow rose corsage. They came to



celebrate this year from Arizona, Wisconsin, Michigan, Pennsylvania, New Hampshire, Maine, Massachusetts, and Connecticut -- a most vigorous and inspiring group which added an important dimension to the weekend for us all. The class of 1946 had over 20 members returning during the weekend for their 35th -- the largest group present. Reports from all the reunion classes told of interesting activities and statistics, impressive accomplishments of YSN grads of every age, and especially of the delight of everyone at being together once again. YSN grads are rare and wonderful!

Four Distinguished Alumnae were honored by the Alumnae Association and each was presented with an engraved silver bowl.

Charlotte Wright '41



She has brought her unique commitment to nursing literally from sea to shining sea. Creative architect of programs preparing nurses for clinical work and teaching, she bears the sign of a true leader -- she works herself out of a job. Her ability to think and com-

municate clearly and maintain high standards for herself and her profession combine with her daring to take risks to further what she believes in. The ripple effect of the oncology nursing programs she created assures their continuation and inspires others to search out and expand their knowledge. A dedicated teacher, she is always responsive to the needs, requests and interests of those in the profession. Apparently endowed with boundless energy, she gives of herself to her projects, her family's life, her calling and her alma mater.

Reva Rubin '46



If she has moved "back to nature" now, that is just the completion of a cycle of living and work begun as she came to Yale. For her intellectual and empirical approach to the study of mothers and babies represents to many the academic extension of nature itself. Renowned as an early nursing theorist, she taught and inspired generations of graduate students in her own institution, and through her publications, reached many other settings and many other specialties as well. Her leadership created graduate programs at the master's and doctoral levels, and a professional journal based in her theories and methods which forecast the promise of nursing's scholarly work.

Elizabeth Sharp '59

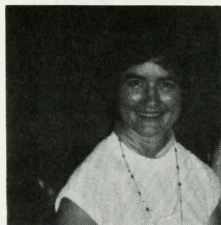


Her gentle and civilized manner conceal a woman of great purpose and foresight for she has been among the pioneers in her field. Her early work as Chair of the Maternal/Newborn (Nurse-Midwifery) Program at Yale established her as clinician-educator and worthy successor to its found-

er. During her time here, she helped reform the curriculum, developed new services far from New Haven, and with others, created a system of care for pregnant adolescents which survives and prospers to this day. At Johns Hopkins, she quickly established herself as a clever and creative clinical researcher, calling on her nursing background to make a major contribution to the nursing literature in

collaborative study. She was recognized by her colleagues in 1973 when she was elected the tenth President of the American College of Nurse-Midwives. Called to the south, she created the nurse-midwifery service at Grady Hospital in Atlanta, and followed it with a graduate program in nurse-midwifery at Emory University. Just last year, she was instrumental in helping Georgia nurses resist legislative efforts to curtail their practice. Despite the fact that she is too young to qualify as an elder statesperson in her field, she deserves the encomium for her distinguished service.

Ada Sue Hinshaw '63



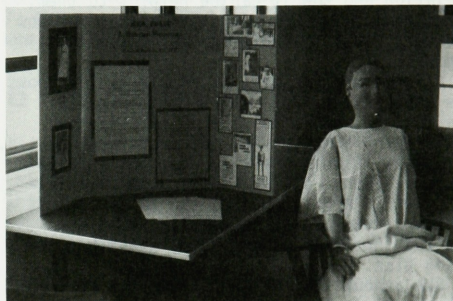
Kansas named her, Arizona now claims her, and California and Connecticut bask a bit in the reflected glory of her brief tenures. Now recognized as one of this country's leading nurse-researchers, she built on her background in maternal-newborn nursing to

develop a distinguished and active career in curriculum planning and in conducting and promoting clinical nursing research. She has been honored by her professional colleagues in the Academy of Nursing, the National League for Nursing, Sigma Theta Tau, and the American Nurses' Association for excellence in nursing, education, scholarly work, and leadership. Her publications and presentations help define her particular interest in clinical research in nursing service as she currently wears the hats of Professor and Director of Research as well as Associate Director of Nursing at the University of Arizona and its hospital.

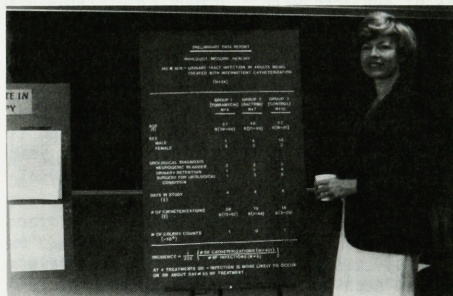


A three-tiered birthday cake big enough to serve the 145 dinner guests celebrated the 25th anniversary of the Nurse-Midwifery program at YSN. The cake was cut by the present chairman, Helen Burst '63, and two past chairmen Elizabeth Sharp '59 and Sharon Rising '67. Many faculty members and graduates of this Program celebrated at this event.

The Delta Mu chapter of Sigma Theta Tau sponsored a Research Poster Session on Saturday morning which showed what some of the faculty and student research projects are, how they are being developed and how results may be effectively used in nursing practice. This arrangement provided the chance to talk informally with the researchers.



"Mrs. Chase"



Glee Walquist, Assistant Professor, Med-Surg. Program

For those who could stay on Saturday afternoon, two bus tours were arranged -- one a guided tour of some historical parts of New Haven, and one to visit the Connecticut Hospice in Branford, where Priscilla Anderson '47 and Jean Butler '50 were on hand to show visitors around and interpret its goals and care.

Annual Meeting Minutes

The 56th Annual Meeting of the Association was conducted by Dottie Needham, President. She gave a brief summary of the Board efforts this year:

- 1) The biggest amount of time is spent on plans for alumnae/i weekend.
- 2) Attendance by several YSN alumnae at the N.Y. area reception for Graduate and Professional School Alumni to meet President Giamatti.
- 3) Dinner given at Mory's by the Board to honor Lynne Schilling, Chairman of Pediatrics. She was given honorary membership, privatin, in the Alumnae/i Association.

Report of the Executive Secretary - Mary Colwell

New location of her office on Ground Floor has worked out well. There is more opportunity to meet the students -- who are all potential alums! She has met this year with each of the graduating students and explained the Alumnae/i Association and how it can be helpful to them, and how communications with the school from now on is very important both for the School and themselves.

A large map has been on display which shows towns and cities in USA where there are YSN alums living. It is helpful in identifying quickly where some possible contacts are located.

Several alumnae have turned their M.N. pins in to the alumnae office -- they can be available to other M.N. graduates who may have lost their own. Contact Mary Colwell. Both the giver and the receiver are happy with this recycling plan.

She announced that the silver tea service which was given to the School by the Class of 1931 is on display in the hallway.

Report of the Treasurer - Jeanne Piccirillo

There is a balance in checking
 account June 6th \$4,487.75
 balance in the savings accounts 5,618.26

The savings accounts are drawing interest -- they are "Layaway" plans in preparation for the next Directory, and for the time when another dean's portrait should be painted. (A full year Treasurer's Report will be included in the next Yale Nurse.)

Constitution Amendment

The Board of Directors have recommended that the By-Laws be changed - the changes have been given each person present. Under Article V, Duties of the Officers; Section 5 - The Treasurer shall:

- present e) see that the books of the Treasurer
 reading are audited yearly.
- change e) see that the books of the Treasurer
 to are audited at the end of each
 Treasurer's term of office, or
 every two years, whichever is less.

The amendment was M/S/V.

New Business

Irene Prisloe suggested that some changes be made in the nominating committee - she will put in writing her suggestions and they will be referred to the Board and the Nominating Committee for consideration.

AYA Reports

Catherine Forrest, Virginia Brown gave brief reports of the recent AYA Assembly XVIII, and of their hope that as well informed and interested alums, they may be of continued help to the University and YSN after their term is over. The recent Assembly was of great interest as the theme was YALE/NEW HAVEN: ON COMMON GROUND. Very stimulating seminars and discussions were held on many areas of concern: economic development, education, government and community relations, housing, cultural affairs, historical perspectives, Medical Center, and students and faculty as New Haven citizens. It is clear that President Giamatti is committed to improving "town-gown" relations.

The Board has appointed Sandy Bialos '71 to replace Madelon Amenta '57 whose term is completed.

Alumni Fund Report - Mary Jane Kennedy, Chm.

The most recent report from the Alumni Fund Office indicated we are almost at \$35,000 - our goal this year is \$50,000. We aim for at least 50% participation, and we are at 38% and climbing. There is the month of June to go!

Bequest and Endowment Report - Mary Ellis, Chm.

Emphasized that these gifts are separate from the Alumni Fund. She explained that there are a variety of plans which can be made - that deferred giving is of benefit to both the donor and the institution. Mary has written to people in the classes of '27 through '41 explaining the program and that she should be contacted if anyone wants information. She will refer folks to the proper office at the Fund when necessary. Classes '42 and on will be contacted this year.

Report from the Dean - Donna Diers

- Recently graduated 68 students.
- Enrollment for the Fall - total of 190, with 26 in the first year of the 3 year class.
- Donna presented YSN story to an AYA Assembly group this spring - and will be a participant in the Fall Assembly which has as a theme: the Structure of the University.
- The YSN curricula remain approximately the same.
- New program chairperson for Community Health is an alumna, and former president of the Alumnae Association, Sherry Shamansky '69, who will start July first.
- The administration, faculty and students worked very hard this year to prevent passage of a bill in the Conn. Legislature which would have had drastic effect on practice of Nurse-Midwifery in Conn.
- I will end on a "worry note" this year: great concern about federal funding, especially for the three year students who are not nurses for their first two years here, therefore are not eligible for training funds earmarked for RN's education.
- Tuition per student now = \$6,250 for two semesters, and the summer semester for the three year student = \$2,500.

- One option: take more students - perhaps part-time basis.

- Plans are under way for a campaign for funds - approaching corporations and help of alumnae/i.

Report of the Nominating Committee - Elizabeth "Tinker" Barrnett

Result of the election:

Vice President - Jean Butler '50

Secretary - Barbara Clinton '74

Board Members - Margaret Flinter '80

Connie Fisher '73

Student to be announced in Fall

Nominating

Committee - Nina Adams '77, Chm.

Evelyn Sturmer '53

Julie Trepeta '77

Continuing in office for their second year:

President - Dottie Needham '74

Treasurer - Jeanne Piccirillo '53

Board Members - Mary Louise Bernardo '77

Carol Scales '67

Thanks were given to the out-going members:

Pixie Elsberry, Mary Dalbey, Penny Camp, Karen Duggan, Barbara Pratt, Tinker Barrnett, and Jim Fernicola.

Next year's Alumnae/i Weekend will be held on June 4 and 5, 1982.

Recorded by
Barbara Pratt

AYA Assembly Report

Catherine Forrest '71
YSN rep. to AYA - 1980-1983

On May 8 and 9, 1981, the AYA Assembly XVIII met. Approximately 250 representatives from various Yale classes and schools attended different small seminars and large group functions. The title of the Assembly was NEW HAVEN/ YALE: ON COMMON GROUND. It's purpose was to acquaint participants with the Yale and Community connections in economic development, education, government and community relations, housing, cultural affairs, historical perspectives, the Medical Center and students and faculty as New Haven citizens.

I attended the education seminar which was held Friday, May 8th, at the Fair Haven Middle School. The seminar leader was an "Old Blue", William Horowitz '29, a former chairman of the State Board of Education. The panelists included Peter Halsey '71, the Yale director of community and state relations, and member of the New Haven Board of Education, Alice Mick, Yale M.A.T., facilitator (principal) of High School in the Community, Gerald Tirozzi, superintendent of New Haven Schools, Betty Trachtenberg, associate director of Yale Summer and Special Programs and James Vivian '68, '75 M.Phil., director of the Yale-New Haven Teachers Institute.

The dominant theme of the seminar was the crucial need for Yale to increase its role in improving the primary and secondary educational

system in New Haven. The benefit to Yale is apparent in that Yale faculty and staff use (or ideally should use) the educational system for their children. There currently exist a number of volunteer tutoring programs, high school enrichment programs whereby local students take undergraduate courses, and institutes for New Haven teachers to name a few. Making Yale facilities available to New Haven teachers and considering the reopening of Yale's Master of Arts in Teaching were among the proposals to both improve relations between Yale and New Haven's educational system and to elevate the status of education in the academic community here.

The seminar was informative and provocative. It is clear that President Giamatti is committed to improving "town-gown" relations. In the area of education there is plenty of need for continuing direct improvement.

Is There A Life After Yale?

From time to time, alumnae write to the school with unsolicited newsy pieces about what they are doing and how Yale fits into that. In this issue of Yale Nurse, we hope to start a regular series of some of these pieces. We would be delighted to hear from any of you!

From Jean Goss '65 (Psych)

As the weeks and months go by here in my job at a Japanese hospital I am appreciating more and more the education and freedom and independence of nursing in the U.S.

The technical and purely "knowledge-acquiring" part of nursing education seems good here, but there is something else missing - something I can't put my finger on. Maybe if the day ever comes when I can really feel at home in the Japanese language I'll be able to figure it out - maybe it's related to the position of women in this country - and of the position of nursing in relation to Doctors - we're still "handmaidens" here. There is another factor related to the value of dependency over independency in this culture that I'm sure effects nursing at it's everyday level. The nursing curriculum is different, too. Psychiatry and it's related fields of communication are taught - but it seems to be lip-service only. Psychiatric experience amounts to two weeks (yes, weeks) in the 2nd or 3rd year. There is much emphasis on technical nursing and use of machines and medications and being "kind" to patients which means babying them. Nurses work long hours and seem totally dedicated - at least the older ones do.

So enough - thanks again for just being and continuing Yale - it's like a breath of fresh air that I need from time to time to remind myself of my origins and philosophy of nursing.

My education and experiences as Yale were, on reflection, the overture to what has become a very fulfilling professional symphony. I learned to be careful and focused in thinking, to integrate use of science and self and that this is in the best tradition of and given the most possible future for nursing, and that there is a protagonistic place for nurses in clinical and research activities. And, overall I knew that my vision for nursing and for my practice could be put into operation toward realization. These are stated a bit succinctly but, believe me, I use in some way, every day, parts of my Yale experience.

I am in private practice, mainly for individual psychotherapy, clinical supervision and organizational consultation. And I work at Sidney Farber Cancer Institute as their Psychiatric Nurse Clinician which consists of direct patient care, staff education and consultation, and some beginning research. I also received a Lecturer appointment at Harvard Medical School for some teaching I'm doing for the Dept. of Psychiatry at Cambridge Hospital. Too, I am quite involved in the Expanded Role changes in Massachusetts for psychiatric nurses. And I am part-time in Boston College for a Ph.D. in Educational Psychology with my area of concentration being developmental psychology.

I will always be grateful for the standards you maintain for nursing at Yale for it has made many professional involvements possible for me. I am grateful for the high calibre of education I received as I know it is not the norm. I also believe that the Yale Way will prevent the disintegration of theoretically thoughtful and clinically relevant nursing.

From Shirley Girouard '77 (Med-Surg)

Yes, there is indeed "life after Yale". Not better, not worse, just different! Since my graduation from YSN in 1977, I have spent the majority of my professional time as a clinical nurse specialist with line responsibility for two 50 bed medical-surgical units. There have been many difficult moments particularly during the "reality shock" days (? weeks, ? months) of my new role. With time, the role has become more "comfortable" and rewarding. Perhaps the best way for me to capture the essence of my work is to share a typical day in the life of a CNS and my thoughts during the day:

- 0700 - Arrive at the hospital groping for a cup of coffee
- 0730 - Staff meeting for night shift (staff all rather lethargic this morning - must talk to head nurse, is there some problem on nights?)
- 0800 - Meet with sales representative, dietician and pharmacist to evaluate a pump for tube feedings. (We really need to find

a pump. Why am I the only one telling the sales rep his pump won't do?)

- 0900 - Call from visiting nurse regarding former patient coming to clinic (sure hope we can intervene and keep her at home).
- 0915 - Call from another VNA requesting to borrow lung assessment audiotape (that was an easy task!)
- 0930 - Coffee with one head nurse - there are some big interpersonal problems on nights. (We must plan an approach to this tomorrow.)
- 1000 - Sort mail (why does every piece of mail generate at least two hours of work?)
- 1030 - Patient care conference - sit in as resource. (The staff sure did a nice job of presenting that patient - must continue to enhance their knowledge and skills in use of the nursing process and its documentation.)
- 1130 - Leave for hospital across town to evaluate their water bed for potential use with some of our patients.
- 1300 - Lunch in office - review journals.
- 1330 - Unit leadership meeting - miscellaneous agenda and discussion of role of students working as aides this summer. (The leadership abilities of some of our staff nurses may make this a potentially difficult situation.)
- 1430 - Visit patients cared for last weekend. (Sure wish I could spend more time dealing with direct patient care issues.)
- 1500 - Head nurse informed me two of the staff who have been in my experimental clinical supervision sessions are not resigning (dare I think these sessions were influential in their decision?)
- 1530 - Leadership group on one unit request that I help them to "put together" nursing theory, process, problem oriented charting, nursing diagnosis, etc. and help them to implement this on the unit (what a sense of accomplishment this created for me - I think, they think I have something to offer! Long live the CNS.)
- 1600 - Write memos regarding staff needs and plans for reallocation of services. Write proposal for a Nutritional Support Service (my energy is fading - can I ever get everything done?)
- 1730 - Leave hospital.

The above "typical day" should assure you that there is "life after Yale". Perhaps the question to be asked is "How does one survive "life after Yale?" While at YSN there were many learning experiences which enhanced my ability to survive. I am not talking about specific content, writing and speaking skills, or critical thinking but about those less specific things crucial to survival in the real world. For example, the support and reassurances of former classmates and faculty (such as Dorothy Sexton). Those notes and

calls do a great deal to keep you going when things are difficult! Other survival techniques learned at YSN include: doing without sleep, thinking on your feet, asserting yourself, and organizing your life. Perhaps the process and contacts of a YSN graduate education are at least as important as the formal content. It certainly often feels that way.

I do hope you are now assured that there is "life after Yale". If not, you do know I am alive.

From Harriet Fellows '78 (Psych)
Ray Fellows '80 (MNN)

We came with the understanding that I would do mental health consultation in the primary care setting and Ray would, by the end of six months, be a complete midwifery practitioner -- deliveries, episiotomies, the whole experience.

Ray was supposed to apply for privileges on arrival. But, since the board eligible ob/gyn had just been denied privileges, the Executive Director decided to propose Ray's application for privileges in October. In the interim, Ray developed midwifery practice de-cubiti. October came and a meeting was set up to explore the receptivity of the medical staff. The host of the meeting opened by verbally attacking our program for obligating local MD's to provide in-hospital services to "those indigents" who ought to go back where they came from. Following this brief superficial socializing, the medical staff attacked midwives as "threats to economic security, unskilled women with long fingernails, inept paraprofessionals, and overzealous, overtrained, underskilled nurses with little substance".

Needless to say, this was not the moment to introduce Ray and me to the community. We quietly left...

Ray set up a thriving prenatal clinic in another town. He thrived on a maximum of three patients a week. The provider of prenatal services at the county health department left, leaving the county unable to provide prenatal care to its clientele. Ray offered to see them and the county doc said that was fine. So Ray began to see patients -- terrific! He'd follow them to delivery. When their waters broke, he'd send them to the E.R. where a private MD, bound by law to deliver them, provided care. The MD's at the local hospital, impressed with Ray's competence and overwhelmed with exhaustion met with Ray and offered him privileges. Hallelujah ...eight months into a potentially depressing professional experience. That's the good news... it's downhill from there.

Our program is designed and funded to provide primary health care to migrants, indigents, and rural poor. We do that for over 30,000 people who can't afford a decent meal, much less complete health care. None of our physicians have privileges because the local MD's feel that government medicine will ruin their practices. At the same time, these local doctors refuse to

care for these 30,000 people -- sick people. It's a "catch 22". If one treats a patient who requires hospitalization, one "abandons" his patient due to lack of admitting privileges. But, if you refuse to treat the patient (who requires admission) because of fear of an abandonment claim, then you violate our mandate to serve anyone who requires care. So much for the plight of physicians vs. local MD.

How might this affect advanced nurse practice? Adversely for three reasons. The physicians in our centers are second class citizens. They feel helpless and subsequently direct their helpless energies into over-running nurse clinicians. Second, BCHS (Bureau of Community Health Services) sent out an initiative indicating that Medicaid would reimburse only primary care centers in which mid-level practitioners worked. Physicians can't be reimbursed unless an ARNP or a PA works there. The physicians are infuriated. Third, this program, as well as others in the region, has suffered from lack of quality nurse practitioners. In the program's haste to find nurse practitioners to meet BCHS initiatives, programs took what they could get! (Salaries here are very poor.) Our program had a nurse who once worked in a newborn nursery as the mental health coordinator. The flip-side of the issue is that some nurse practitioners, aware of their "value" overstepped some boundaries and began practicing junior medicine (not accepted in the protocols). The local MD's resent this. I question it. But then, as Associate Director of Health Services, I don't have any input into administration of advanced nurse practitioners. The Medical Director has that authority. So, we've suffered from past experiences with under-qualified or overzealous practitioners who are led by a non-nurse. (By the by...the Medical Director refers to nurse practitioners as "nurse pediatrician", "nurse obstetrician", etc.)

I'm somewhat challenged by this experience ...I'm challenged when I'm not overwhelmed. I've got five jobs: Director of Nursing, Mental Health, Community Outreach, WIC, and Continuing Education. Needless to say, I told the Executive Director that he was asking me to do five jobs at the level of mediocre, as opposed to one job at the level of superb. So...

Nursing administration -- the art of delegating accountability to nurses at each center. Community outreach -- the art of delegating individual follow-up to the nurses who are now accountable. WIC -- the art of moving 2500 people per month through an already overloaded system for checks and nutritional education. Continuing education -- I spent my first week applying for a provider number. Now that we've got it, the Executive Director doesn't feel it's a priority at this time. Mental health -- a real challenge.

The local CMHC feels threatened by us. If we provide mental health services, they won't get funded. But they're only equipped to handle

commitments. What about the non-emergencies? We take them. BCHC came out with an initiative to integrate mental health concepts into the primary care setting. Ah ha...psych liaison nursing!! I jumped at it; set up a program to see patients. It's a beautiful program, with back-ups and referral services. One obstacle. The Medical Director insists that patients be referred by the MD's. The docs don't refer for two reasons. First, a patient who isn't thrashing or suicidal is not a mental health patient. Second, docs are angry with advanced practitioners. If they can't have privileges, why should nurse practitioners get to practice? A progressive bunch! Education would help, but that would take time.

It's not like this everywhere.

Memorial Hospital has some really fine nurse clinicians. _____ has theirs as well. Academia breeds quality and attracts it.

If it's so bad, why do we stay? First, we're obligated to pay back Ray's education. Sixteen more months to go. Second, the obstacles are only opportunities to be creative -- both of us have become extremely creative. Third, these clients need professional help. There's a need for competence and caring. Ray certainly has those qualities. I'm striving to improve on what I've got. So what if we only get to see half the patients we might see if we were elsewhere. But we're doing some good for these folks. Patients are getting better. Women are being monitored for prenatal care. Community professionals are recognizing an improvement. It's slow, but it's something.

I liken this experience to working with a withdrawn, alienated, depressed adolescent. Change is minute on a day-to-day basis. Somewhere after six months of sitting with this person in turmoil, the person looks up at you and makes contact. The adolescent is still in turmoil, but the relationship is forming. Despite the limits here and politics of health care here, we thrive.

I'm afraid to say that Yale didn't prepare us well for this experience. Yale offered everything within arms reach. At least that's how we recall our 4 years there.

AROUND YSN

Dedication of Patricia Welch Room

A beautifully furnished, carpeted first floor classroom in the School of Nursing was dedicated in the name of Patricia Welch who was a member of the class of 1979. Pat died in 1980. Her husband, members of her family, friends and nursing colleagues met on March 30 and heard remarks by Dean Diers: "Today we are gathered not to mourn Pat so much as to receive inspiration from her life and work and to make a permanent commitment to the ideals her work represents through dedicating this room which



John Welch and Donna Diers

was made possible by her family and friends, in her name.

Pat represented the highest standards of excellence in practice and professional contribution. As one of her colleagues said, she had a "love affair with nursing." While she was with us she made an impact on her faculty, her peers, and the many patients she served even as her own illness intervened.

While we cannot have the privilege any more of Pat's company, we can share with her family our gratitude that we knew her, and we can take a moment of silence to remember and to rededicate ourselves to the kind of work in nursing Pat's life represents."

Sybil Palmer Bellos Lecture



On April 6 the Sybil Palmer Bellos Lecture was held in Harkness Auditorium. The guest lecturer this year was Congresswoman Barbara Mikulski, Third District, Maryland. She is the only woman Congressional representative to sit on any Committee dealing with health matters. She has sponsored legislation both in Maryland

and in Washington to allow direct third-party reimbursement to nurse-midwives. Along with Congressman Gore of Tennessee, she held hearings in December on the issue of restraint of trade of nurse-midwives. She is an advocate for women's health issues in general.

Rhetaugh Dumas Lecture



Dr. Pierce, Associate Dean Judith Krauss and 3-year student Lauretia Henderson

The Minority Affairs Committee held its last in the series of Rhetaugh Dumas Visiting Professor Lectures on April 29th. Chester M. Pierce M.D. a Professor of Medicine and of Education at Harvard University spoke on Cross Racial Therapy. He was available during the day to meet with students and faculty, and with the Minority Affairs Committee members. An Increasing Opportunities in Graduate Nursing grant from the Special Projects Grants section of the Nursing Education Branch of the Public Health Service, Department of HEW has made these lectures possible.

Faculty Activities

Ann Slavinsky '67, Associate Professor and Judy Krauss '70, Associate Professor presented papers on chronic psychiatric illness at the Perspectives in Psychiatric Care conference in New York City in May. Martha Mitchell, Associate Professor participated in the same conference in a session on ethics and organizations. ... Helen Burst '63, Associate Professor and Chairman, Maternal-Newborn (Nursing Midwifery Program) completed two terms as President of the American College of Nurse Midwives and was honored at the College's annual meeting in Denver in May. ... Dean Diers '64 was keynote speaker at the first annual alumni day at the School of Nursing at SUNY-Stony Brook in June. ... Ann Bavier, Assistant Professor of Nursing was the 1981 Commencement Speaker at Syracuse University School of Nursing in May. ... Joy Saunders, Assistant Professor of Nursing, presented "What's it like to go to the hospital" to a 2nd (7 year olds) grade classroom at a local elementary school. Comments such as "wow

those are neat pajamas", and "playing with the shots were fun" presented the childrens' perceptions of a stay in the hospital. ... Dorothy Sexton has received funding from Sigma Theta Tau, Theta Chapter, Boston University, to conduct a study concerned with "The Impact of a Chronic Illness (COPD) on the Life-Style of the Spouse." She also has been elected Second Vice President of the Connecticut Lung Association.

ALUMNAE/I NEWS

Congratulations to:



Florence Wald '41 was a Special Honoree at the Sixth Annual Women in Leadership Luncheon sponsored by the New Haven YWCA in April. This has been a time when the "Y" recognizes that women are having an increasingly strong impact on society and on the leadership potential of all women. In the citation, her work as dean at YSN, and her moving force in establishing HOSPICE were praised, and "Her professional life has certainly been a wonderful role model for any woman to follow, beginning with a nursing degree right up to a Doctor of Humane Letters. She has put all of these talents to work and taught thousands of students, mostly women, how to take better care of the world.--"



President A. Bartlett Giamatti has announced that Donna Diers '64 has been reappointed to another five year term effective in July 1982. He said, "This is excellent news for the School

and the University. Dean Diers has been a splendid colleague and I am delighted to know that we will continue to have the benefit of her innovative and stimulating leadership." Donna holds the rank of Full Professor, and has an appointment in the Institution for Social and Policy Studies. She is a director of the Governing Board of the American Academy of Nursing, a director of the Yale-New Haven Medical Center, Inc., a board member of the Community Health Care Plan of New Haven, and of the Health Systems Agency of South Central Connecticut.



Rhetaugh Dumas '61 has been appointed dean of the University of Michigan School of Nursing effective July 1, 1981; she will be leaving her post as deputy director of NIMH. In accepting this appointment she said, "I believe that opportunities for the nursing profession, and challenges, will intensify over the next decade. The contributions of nursing are essential to the dramatic technological advances that are occurring in medicine and health care today. The profession also has a critical role to play in economic, political, and social decisions that will continue to affect our national system of health care."

Angela McBride '64, Ph.D., FAAN, professor and chairperson of the Department of Psychiatric and Mental Health Nursing at Indiana University, Indianapolis, is the first nurse selected to participate in the W.K. Kellogg Foundation's national fellowship program.

McBride is one of 40 persons selected from more than 300 applicants for the three-year fellowships which may provide up to \$30,000 for each fellow. Initiated in 1980 to commemorate the foundation's 50th anniversary, the program is designed "to increase individual leadership potential to deal creatively and effectively with society's problems."

"The current design of education for professionals often leads to specialization. Many individuals in the program have a rather narrow focus in their professional lives," said a Foundation official. The fellows will be involved in "unique learning situations which will include an intensive examination of national and world issues such as population growth, food supplies and human services."

Fellows, whose average age is 35, were selected from the staffs of land-grant institutions belonging to the Association of Academic Health Centers. Their institutions must allow them to spend 25 percent of their time on self-directed activities, which include attending seminars and workshops and traveling in the United States and abroad.

McBride and the fellows selected this year will determine their activities following a July meeting in Michigan.

Marie-France Castonguay Thibadeau '67 has been appointed dean of the School of Nursing at the University of Montreal, in Quebec, Canada. Marie has been on the faculty there in psychiatric nursing since her graduation.

Class News

Vivienne Patterson Jacobson '53 is taking a Nursing Rentry Class (in San Diego) and plans to get back to work after 21 years away from nursing practice.

Lorraine Mustoe MacDonald '55 married William J. McManus in May 1981.

Mary Stone Brodish '57, Assistant Professor of Maternal & Child Nursing at University of North Carolina School of Nursing, has a recent article published: "Perinatal Assessment" in Journal of Obstetrics/Gynecology & Neonatal Nursing, Vol. 10, No. 1 (Jan./Feb.) 1981, pp. 42-46. Also was elected to the Gamma Zeta Chapter of Sigma Theta Tau in October 1980.

Joyce Cameron '61 married George Gordon Foster on November 26, 1980 in Manti, Utah.

Julina Peery Rhymes '62 married Charles E. Parker in May 1981.

A visiting dignitary at YSN on May 1st was Jean Johnson '65. She was a consultant to the Research Program and delivered the first annual clinical nursing research lecture: Cognitive Control of Stress.

John Collins '72 will be a doctoral student at Yale School of Epidemiology and Public Health in the Fall.

Judy Alheim Beal '75 had a baby boy born in January 1981.

Eileen Skowronski '75 was promoted earlier this year to rank of Major. She is a nurse at William Beaumont Army Medical Center in El Paso.

Vickie Wirth '76 had a daughter Elizabeth, born on May 20th.

Quote from Celestine Silva '77 - "Have been working two days a week at a college health center in order to have time with my daughter, Martha, who is 14 months old. We expect to move to Utah where Bryan will go to graduate school."

Shirley Fischer '77 and Jerry Engel have a son Benjamin David Fischer Engel, born April 5, 1981.

Beverly Dixon '78 - starting new job in Air Force as Diabetic Nurse, etc. (health fairs, inservices, oncology nursing). "Opportunities for nurses are great, and my knowledge and skills acquired at Grad School are really being put to use! It truly was worth it all!"

Vickie Greene Healey '78 and husband had a son, Cooper Buxton, born February 10, 1981.

Marjorie Miller-Mayer '79 is Coordinator, Child Health Clinic at the Waltham Hospital.

Virginia Capasso '80 planned and will participate in a 2-day Education program for Emergency Department Educators in Boston. She is the State EMS Nurse Coordinator in the Mass. Dept. of Public Health.

Sharon Christopher '80 is Coordinator of Health Education at Covenant House, an adolescent crisis intervention center, in New York City.

Jake Weinstein '81 received the Connecticut League for Nursing's writing award for his paper on Self Care. He was invited to present the paper at the CLN annual meeting - an invite he had to decline because of his appointment as Assistant Head Nurse on Tompkins I (orthopedics).



Elise Herlihy '81 receives award from Glee Wahlquist.

Glee Wahlquist, the Neurological Specialty Program's Coordinator of the Medical-Surgical Nursing Program and John Booss of the Neurology Department, West Haven Veterans Administration Hospital are pleased to announce that a donation of money was recently made to the VAH Multiple Sclerosis Clinic that is managed by Glee with John as attending. The donation was to be used to help defray costs of a special project involving multiple sclerosis clients. The sum of money was awarded to Elise Herlihy '81 neurology specialty graduate, for her project in developing a slide-tape presentation for persons learning the technique of intermittent self-catheterization.

In Memoriam

Margaret Whittier Roache '38 died April 18, 1981

Jeanne Rogers Power '43 died March 1981

Sally Wheeler Ramirez '53 died September 27, 1980

Madeline Prentice Gilbert '31 died suddenly at home July 7, 1981

CAPS

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